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A description is given of a new approach to education in the ghetto, which involves children from the lowest socioeconomic group of society, and which deals with children at their most critical ages. Carefully selected methods for each age group are employed.

The program is designed to fit the educational needs of preschoolers, children between the ages of seven and nine, and high school adolescents. The goal of the preschool curriculum is to give children an opportunity to feel themselves successful and learning members of a classroom group. They are taught to participate in a group, to follow instructions, to notice differences and similarities, and to become aware of the world about them. Small classes assure individual attention and instruction for each child.

Three major functions are served by the preschool programs for children between the ages of three and six: the mother is relieved of supervision, enabling her to secure employment or to obtain job or literacy training; the deprived child is introduced to elementary literacy and conceptual skills; and the child experiences positive emotional growth from a secure and receptive environment. The seven to nine age group meets in the afternoon. These children are exposed to specific cultural institutions, their self-confidence is developed, and their skills in literacy and speech are expanded.

The teenage group functions in the role of assistant teachers in the preschool and day care programs, resulting in growth in their own educational interest.

Three preschool case studies are presented. A short sketch of each staff member gives his educational background, previous employment, personality characteristics, and effectiveness in the program.

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THE HARLEM ACTION GROUP PRE-SCHOOL
AND DAY CARE PROGRAM

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THE HARLEM ACTION GROUP PRE-SCHOOL AND DAY CARE PROGRAM

The pre-school and day care program of the Harlem Action Group typifies a new approach to education in the ghetto. It is a program involving children from the lowest socio-economic group in our society. The majority of the staff is from the immediate community. The individuals from outside the community who are on the staff are employed not merely because of their broader experience, but for their specific skills. It is a program dealing with education in the slum at the most critical ages, and employing methods carefully selected for each age group. Finally, it is the type of operation which has the passive and often the active support of the adult population, because it fulfills a simple and visible need.

This paper will not give the many detailed arguments in favor of pre-school programs and educationally oriented day care projects for deprived youth. All that needs to be said is that most programs of re-education at the adolescent level have not had significant success. By adolescence, the cultural habits of the slum child, his deep discouragement, and his entrenched bitterness, make it extremely difficult to succeed with him in a strictly educational program. Therefore, we must begin with these children at the earliest possible age, with schools such as those established by the Lenham Act during the Second World War. In these schools the emphasis must be upon the learning of language both through the telling of stories and through the use of cultural objects and pictures which enrich the intellectual resources of the child. The purpose of this training would be of course to prepare the child to take advantage of the academic instruction which he is to receive in kindergarten, and in the first two grades.

The HAG field workers are convinced that three major functions are served

by pre-school programs for children between three and six years of age, and educational day activities for children between the ages of seven and nine.

1. These programs can relieve the mother of the job of supervising the child during the day. The free time obtained by the parent can be channeled into employment, literacy or job training, or assignments in the nursery or day care programs.

2. Educationally, such projects offer one of the most practical methods for introducing the deprived child to elementary literacy and conceptual skills. Also, they can expose the child to cultural habits and experiences alien to the ghetto.

3. Finally, these programs supply a secure and receptive environment in which the child can experience positive emotional growth. For the deprived child, emotional development is a fundamental prerequisite for learning. (The attached case studies give graphic evidence in support of this observation.)

HAG's recognition of the need for pre-schools and day care centers is not unique. However, two characteristics of the program distinguish it from similar efforts in New York City. The HARYOU project is still in the planning stage. The HAG operation has existed successfully since the first of July. Second, unlike the program of Martin Deutsch, the HAG project is carefully geared to operate on three educational levels. It is tailored to fit the educational needs and stages of psychological development of (1) children below the first grade level, (2) children who have had at least on year of instruction in reading and writing, and (3) high school adolescents.

The Three Educational Levels

I. The Pre-School involves fifty-seven children. There are five classes, the three original classes with fourteen children in each, and two smaller groups of seven each. The names of the children were recommended by kindergarten teachers or obtained from a list of those registered to enter kindergarten and first grade at P.S. 123, P.S. 119, and P.S. 175. Recruiting took place in June when the three teachers went to the homes of the children in

the company of an adult liason from the community. Over half of the parents of those children on the list were welfare recipients. Surprisingly, the parents were quite willing to pay a fee of ten dollars for the entire summer. The classes began on June 5th, in P.S. 136. The Board of Education also donated some materials and free lunches for the pre-school children. The classes meet from 10:00 A.M. to 2:00 P.M., Monday through Friday, with field trips on Saturday. The children are picked up and taken home by their teachers every day.

The pre-school curriculum is structured very carefully and the classes are taught by the three most skilled staff members and nine teen-age assistants. The goal of the program is to give the children an opportunity to feel themselves successful and learning members of a classroom group. We want their first school experience and memories to be pleasant and exciting, one which will prepare them for elementary schooling and endow them with a sense of confidence. The classroom emphasis is on the development of language arts and conceptual thinking. Specifically, the following skills stand out as most important: the ability to get along as a member of a group; the ability to listen and to follow instructions; the ability to see differences and similarities, to categorize; to express intelligibly one's ideas; to assert and express oneself through the use of materials; to play and experiment; to ask questions, to expect answers, and to notice the environment and make comparisons. As Miss Stoneman stated in one report:

> We take every opportunity to answer questions, to explain what is happening and why. We stop to and from school to watch men fix pipes, or paint, or make food deliveries. By now the children demand, "Teacher, ask that man what he's doing." They are constantly encouraged to notice everything and ask. If they begin to ask their own questions, then we can be sure that they will listen to the answers.

The classes are kept small to assure that each child receives individual attention and instruction. This operating rule has been strictly observed even though there has been a demand from the community to double the enrollment of the pre-school. This action has not soured the relations between the staff and the parents or community. The teachers and staff assistants see the parents often and have a chance to comment on how the children are doing, and to ask whether the parents are satisfied with the program. For the most part the parents are extremely pleased with the program, and many have offered to help in the classes and on excursions. Many had commented on positive changes in their children within a few weeks after the program began. Similarly, the community has been extremely warm. Miss Stoneman described some of their reactions in a recent evaluation:

> As we make our rounds people call out "Hello, Teacher." They stop us and ask about the program, expressing appreciation and respect, and occasionally offering to help. Since they see us walking the children to and from home they know about the existence of the school, and many people, otherwise unconnected with the Harlem Action Group or the program, are cordial and interested. Women call out to the children, wishing them a good day and telling them to be good and listen to the teacher. Shopkeepers know us and give free meals or discounts on supplies.

The schedule of the classes varies, but each follows a routine similar to the one below:

9:30-10:00 Pick up children at homes and bring to school.
10:00-10:40 Morning meeting: discussion of subjects brought up by children, and of interesting things seen on the way to school. Flag salute and singing of the Star Spangled Banner and We Shall Overcome. Instruction: discussion of pictures, recognition of objects in pictures and telling stories about them; counting; learning alphabet; written work- picture completion; discrimination exercises; naming colors; games with name recognition.
10:40-11:20 Free play and work period. Teachers work individually or with small groups in art or instruction. Time to work individually with children who had trouble with morning written work or who showed interest in doing more of one thing.
11:20-11:45 Story and discussion of morning. Time for children to show each other their morning work and talk about it. Clean up.
11:45-12:10 Lunch
12:10-1:10 Park and playground, free and organized play.

1:10-1:25 Quiet indoor period, children lie on blankets or look at books.
1:25-1:40 Music: instruments, singing, dramatization of songs, improvisation.
1:40-2:00 Final meeting and clean up. If there is time, a story.
2:00 Take children home.

II. On the next educational track there are five small groups for children between the ages of seven and nine. These groups meet for three hours, four and three days a week in the afternoon. There are thirty-one children in these groups. The nucleus of each group is the "group leader" who is responsible for directing various programs and organizing field trips. Each small group has at least one teen-ager from the community as a leader; one group has two leaders from the community. There are four assistants from outside the community; two act as trouble-shooters and supervisors on field trips, and two are assigned to specific groups. The children in the afternoon groups are, for the most part, the brothers and sisters of the pre-school children. The community teen-agers who act as assistant teachers and group leaders were recruited, trained, and assigned by the leadership training program.

The goals of developing emotional confidence and educational competence are stressed in the small groups, as well as in the pre-school. However, the stress in the former program is less structured and more informal. The day care groups concentrate on exposing the children to specific cultural institutions, reinforcing and expanding rudimentary skills in literacy and speech, and developing self-confidence by means of projects selected by the group. The majority of time is devoted to field trips, open discussion and individual attention, and work projects. There are trips to the ballet, art museums, libraries, plays, and zoos. Most of these are new ventures for the children. One group could not understand why their lateness to a play meant they were denied admission. They were sure that a play, like a movie, must have continu-

ous showings. The children felt that they were denied entry three-quarters through the play because they were Negroes. Only when the box-office gave them complimentary tickets to the next week's show were they convinced that their exclusion had to do with the nature of the play and not to their pigmentation.

Two of the groups are working on a newspaper for the entire program. Another has demonstrated an interest in creating and acting out short dramatic works. All the groups devote time to books, spelling, and group reports. The trip schedule established for all the children is:

July 18 World's Fair
July 29 Museum of Modern Art
August 5 Amaso Opera Company, Y.M.H.A.
August 9 Children's Museum
August 12 Shomburg Collection of Negro Literature and History
August 19 Central Park Zoo
August 20 Museum of Natural History
August 30 Museum of Primitive Art

This list is supplemented by trips taken by the individual groups in pursuit of their specific interests.

The group leaders from the community are under the supervision and guidance of Miss Stoneman, the Project Director, and the four staff members from outside the community. However, the initiative and creativity demonstrated by the leaders are the crucial ingredients of the afternoon program. The kids in this program were attracted and recruited by these teen-agers, not the non-community staff. The young children are more responsive and enthusiastic under the tutelage of these Negro adolescents. Similarly, the incentive and interest shown by the group leaders has been proportional to the degree of responsibility given to them.

The children are precisely at the stage when they desire a figure to emulate and look up to. It seems thoroughly appropriate that they should find such figures in teen-agers from their own neighborhood who are setting a positive example. Also, the leaders have developed increased confidence in re-

sponse to the increased imitation and respect. The children are eager to talk to Negro teen-agers in a secure environment. Their comprehension of black and white is confused and painful and they derive a great deal from discussing their conceptions with a person not much older than themselves who is clearer and more positive about being Negro.

An incident described in one of the project reports clearly illustrates how the children have responded to their group leaders:

> A competition between two eight year olds went like this:
> "My leader is Beryl."
> "Beryl is much better than Beverly."
> "No. Uh uh, Beverly is ten times better than Beryl."
> "No! I like my leader much better than your leader."
> "Well. . . my leader can beat your leader up any day of the week."

III. There are fourteen teen-agers and one young adult in the roles of assistant teachers and group leaders in the pre-school and day care programs. All of the teen-agers were recruited through the leadership training program established by the Harlem Action Group. The majority of these young people are girls who naturally had expressed the greatest interest in and concern for young children. A few of these adolscents did not work well in their first assignments and had to be transferred into other positions or other programs. The amazing result, however, is that the vast majority of the teen-agers have worked with increasing effectiveness and have shown remarkable growth in their educational interests and in their handling of the children.

This feature, perhaps more than any other, gives the entire program its unique and experimental character. The theme repeated throughout these pages, and verified by the program, is that the best method of educating and stimulating the deprived adolscent and adult is by making experience and action a component of the educational process. The most profitable way to teach an adolescent from the ghetto, considering the ineffectiveness of previous ef-

forts, is by giving him a position of responsibility and involving him in valuable work, not phony make-work. The individual learns through trial and error, not indoctrination or discipline. The former process produces a knowledge which is retained and which is practical, because it is based on meaningful experience. The tasks assigned to these teen-agers compensates and motivates them, because they are not only positions of responsibility, but also positive and admired status-roles. The reaction of the children to their group leaders, as illustrated by the earlier quotation, supports this thesis. Furthermore, if the adolscent can be involved in positive programs and his motivation can be stimulated, then the development of healthy leadership in underdeveloped urban areas is a real possibility.

We had very serious doubts about the use of teen-agers in staff positions in the pre-school and day care program. We feared that their involvement could seriously jeopordize the efforts to create a secure environment for the younger children. There were failures, but usually it was with those who were in their earliest teens and, thus, most competitive in their attitude towards the children. They thirsted for the affection and attention of the teachers far more than they desired the admiration of the children. The majority of the young "leaders" had the necessary flexibility and patience to become successful and meaningful participants in the program. When the program began, the orientation of the teen-age assistants was towards corporal punishment, absolute authority, and quick solutions. It was precisely this orientation which the skilled instructors were anxious to un-teach. For this reason --- to begin to break the cycle of human relations based on harsh action, defensiveness, and retaliation --- they were eager to have community teen-agers in the program. The teen-agers needed to

learn to listen to the children and to respect them. They have begun to do this. Linwood says that it is interesting to him to learn how children act and think. He now finds them exciting and fun. Joe now listens to the instructor's explanations of why he should be gentle. . . he agrees that he listens to people who treat him nice. Bill's example (one of the children described in the case studies) served as an important learning experience for the assistant teachers:

> They heckled and harrassed him, and insisted to me that measures must be taken. Then they grudgingly admitted that a gentle technique had changed his behavior. Mae exclaimed, "It's wonderful to see him do right." Jackie, though more hesitant in the staff discussion about our progress with Bill, admitted. "Well, all right. It did work with Bill. You can handle him. . . he'll do it for you, but what are we supposed to do?"

Not only are the community staff members showing increased motivation and leadership qualities, but, indeed, they are learning what they are "supposed to do". They are acquiring skills and employing their natural talents.

PRE SCHOOL CASE STUDIES

by Miss Stoneman
Miss Hersperger
Miss Howlett

It is my conviction that nursery school education is one of the most important aids to mental health and growth and one or the most practical preventive programs.

Lois Howlett

I. BILL

One little boy--call him Bill--who had missed kindergarten and who was an only child living with a mother and a dope addicted grandfather, came to my class as a frightened aggressor. He was always fighting, throwing clay, painting walls and others' shirts, screaming and running off from the group. But his shyness came through too; while the others would grab a chunk of clay and knead it vigorously, Bill would plunk it down on the table, off to the side a little, and poke at it from a distance. He walked with a slump, clung to a hand, and expected abuse.

In Bill's first week in school he was identified, unfortunately, by the teen-agers as the "bad boy," the "problem child," and he was harrassed by the other children similarly complaining that he was mean and bad. There were a few days when even I felt that Bill was seriously disturbed and would have an impossible time in school in the fall. But our class is small, and I had time to devote to Bill, to talk with him and show my confidence in him, to protect him from the retaliation of other children while explaining that he had caused their anger. Many times I had to insist to other children that Bill was <u>not</u> bad. Also, I had time to give him things to do which were easy for him.

I had many discussions with the community assistants about why we must not spank Bill, why I was doing what I was doing, why we must not complain to his mother. They resisted, shaking their heads. "Something has to

be done about him," they would say, "he's impossible." Often I had to protect Bill in class against the anger of the assistants who didn't like being hit and wanted to hit back.

Shortly Bill calmed down. He saw he could depend on his teacher, and he saw that he could do the requested work. He was able to relax and express his dependency--leaning, hugging, clinging, announcing, "I love you, Teacher." And it became clear that Bill was bright and quick, that he could solve problems and identify objects and think quite logically. He turned his dependence toward getting approval through participation rather than demanding attention through destructive behavior. Now the diffuse aggression that his fear provoked had disappeared; when he attacks it is due to a specific fear, or occasionally to jealousy.

There are several important factors in this example. I believe that had Bill entered school in the fall, already a year behind academically due to having missed kindergarten, and anxiously acting out his fears, he could have been impossible to reach. He would have been part of a large class with one teacher. His teacher would have had little recourse but to send him out of the room, to the principal, because she couldn't run a class with such a disruptor in it. If she were determined to work him in, the size of the class still would have meant a long slow process during which Bill would have resisted learning and disliked himself.

In addition to the small size of our classes, another factor making it possible for Bill to relax was the close contact we have with the homes. I picked Bill up in the morning and took him home in the afternoon; we talked; we stopped for cokes, he heard me chat with his mother. His confidence in himself and in me was built quickly.

II. JANE

A girl in Lois Howlett's class did not speak for two weeks. Although she talked avidly of school at home, each morning she would cry on leaving her mother, would refuse to go to school if anyone other than Lois came for her, and then would lapse into silence and passivity for the day. But again, the class is small, and Lois had time to be with Jane, and to sit over coffee with Jane's mother many afternoons. And Jane had only thirteen other children to get used to. One day Jane giggled; the next day in the park she pointed at a pile of dog clippings under a bench and asked what it was; the next day she talked more in the park, to Lois; on the fourth day of her emergence she spoke in the classroom to some other children, defending herself from their punches; on the fifth day she was willing to come to school with an assistant teacher.

Daily, she comes out further. It is obvious that even this summer's opportunity has real meaning for Jane. Not only has the process of growing secure taken place quickly in the small, intimate class, but Jane will enter school in September ready to learn and participate, having already passed through the most serious stage of reticence.

III. MELVIN

Melvin, recommended by his kindergarten teacher as needing special help, came to school the first day a frozen automaton, wordless. He gazed straight ahead so that the others pointed and asked, "What's the matter with him?" He sat in his chair, afraid to rise to get what he wanted. When he thought no one was looking, he would rise part way, but he would jerk back down if a teacher's eye fell on him. He answered questions with a confused shrug of his shoulders, and when he finally spoke, his words were unintelligible, his grammar and pronunciation were so bad. But he found that the teacher was willing to listen

and wanted to understand him. He would have to repeat a simple sentence five times before she would understand, but he was always willing to repeat, and she was always willing to listen. His pleasure when understood was great, and soon he began talking spontaneously about whatever he saw. His pronunciation has not improved much, but the flow of words is smoother and his vocabulary has increased.

His mother is eager to know what we're doing in school. She had told us that Melvin's teacher had described him as uncooperative; he had failed kindergarten. She is pleased with the reports that he is cooperative with us and appreciates hearing that although Melvin has difficulty expressing himself verbally, the detail and precision of his art show that he is thinking and perceiving all the time and that his intelligence comes out through his hands more easily than through his lips.

CONTENT OF PRE SCHOOL INSTRUCTION

by Dorothy Stoneman

Specific information which is being taught to the children includes how to count at least from one to twenty, how to read and write their names, the alphabet, colors, the days of the week, their addresses, the distinction between shapes, what happens in what seasons, the identification and classification of common objects, foods, and animals. We want them to be familiar with the prepositions and with the meaning of common descriptive adjectives.

The program attempts to increase their attention span, to develop their auditory and visual discrimination, and to give them an opportunity to develop the fine motor coordination necessary for reading and writing. A primary concern is that the children be ready to learn to read when they enter

school. We work to develop a sense in the children that the written word has meaning for them. One group has a class book of photos of the children with a story of the class printed carefully below. The children are fascinated to find themselves in a book. We work constantly with their recognition of their own name--the most important word for them. We read to the children often, frequently as many as three or four stories a day, although at first it was difficult to get them to listen even to one story. We have colored the faces in the books brown, and collected books with photos of Negroes. It is not unusual to hear an exclamation, "Look, someone's been taking pictures of the black people!" or "Look at this fire chief! This one's brown!"

On trips we pay close attention to all the signs, showing the children how to call if it's the men's room or the women's, pointing out the numbers on the posts of the subway station that tell us what street we're on, reading the signs in the zoo so that the children ask, "What does that say? What animal is this?" The first and most important step is for children to want to read and to understand that written words tell you things you need to know. This first goal is being accomplished.

One of the most striking facets about our children is the lack of logical order in their comprehension of the environment. We cannot take any knowledge for granted. At age six, they do not know that it snows in winter (and some don't even know what snow is), they don't know that carrots are not animals, they'll happily announce that when grown they "want to be a fire truck." A nine year old doesn't know that a grandmother dead at eighty was alive longer than a nine year old still living. Another bright and questioning nine year old can't figure out whether her "real father" is the man now living with her mother or the man up the block who says he's her father. Most of the children have an extremely weak conception of time sequence or chronology of events, and little notion of cause and effect.

Except for instruction in the alphabet and in writing, the specific skills we teach are aimed at developing more logical relationships in the children's perspectives.

Much of the class learning is informal. We use important words and concepts constantly. A game in the playground will be carefully constructed around turns--who is first, second, third, etc. (Ordinal numbers beyond 'first' were completely strange to the five year olds.) When we march to the park we step to the chant of "A B C D E F G ..." We count the stairs in the park, we count the children, we digure out how much money a child has when she has a quarter and a nickel. We take every opportunity to answer questions, to explain what's happening and why; we stop to and from school to watch men fix pipes, or paint, or make food deliveries. By now the children demand, "Teacher, ask the man what he's doing." They are constantly encouraged to notice everything and ask. If they begin to ask their own questions then we can be sure that they will listen to the answers. At lunch we talk about the food, what it is and where it comes from--they had no idea that milk came from cows. Most of them thought that the name of every kind of soup was "Campbell's," and there are generally one or two food items at lunch which are unidentifiable for the children. In class we look often at pictures, identifying objects and thinking what is happening in the picture, what the picture is about--at first the question, "What is happening in this picture?" would be answered, "An orange." or simply, "Peeling." We use lotto games often for vocabulary and discrimination.

The three teachers agree that their children are distinctly more alert and curious. They want to know about everything they see. Now they notice subway pictures; they see every sign and ask what each means.

STAFF

Division I: This group is composed of the professionally trained individuals who developed and organized pre-school and day-care programs. They are responsible for the day to administration of the programs.

1) Dorothy Stoneman
321 West 94th Street
New York, New York

Female
22 years old
white
Bachelor's degree, Radcliffe College
1 term graduate study at Bank Street College of Education, specializing in Early Childhood Education. Has 1 term remaining for Master's degree.

Employment:
2 years as group leader of 7 to 9 year olds in Cambridge Neighborhood House.
1 summer as "trouble shooter" and remedial teacher for difficult and slow children in Cambridge Neighborhood House summer program.
1 summer as psychiatric social worker at Manhattan State Hospital.
1 summer as pre-school teacher and remedial reading teacher on Ute Indian Reservation.
5 months as counselor to disturbed children in Metropolitan State Hospital, Children's Unit.
Student teacher at New Lincoln School of seven year olds (2 months).

Personality Characteristics:
Relates easily and well with most people.
Gets deeply involved in work and environment.
Loves children.
Is usually rational and understanding.
Is somewhat disorganized.
Open.
Resilient.

Role in Project:
Teacher-Project Director

Effectiveness:
As organizer:
Recruited community people and outsiders well.
Makes community contacts well.
Communicates well with staff.
Obtained considerable material aid, but could have gotten more had there been time.

As administrator:
Keeps mental finger on all parts of program.
Delegates responsibility well.
Seems to be successful with training of teen-agers and with in-

creasing their involvement.
Did not sufficiently impress on teen-agers, at the outset, all the different kinds of responsibilities they have; did not always make teen-agers retrace steps when they missed some responsibility along the way. Entrusted too much to teen-agers' own sense of responsbility, and did not always check back over what they said. However, administration over teen-agers has tightened up now, and it seems that Dorothy can crack down on them without friction or resistance.
Did not keep HAG adequately informed, in writing, of exactly what was going on in pre-school program.
Has not yet found enough ways to use the interested adults.
Administration has been too loose, but is tightening.
Has asked for written reports from all pre-school staff, but they come in slowly.

As teacher:
Has child-centered and academic orientation.
Kids trust her, express themselves, and enjoy school.
Was slow in establishing clear-cut classroom routines.
Slow in developing effective ways of using music in the program.
At beginning had difficulty with structures and controls; this has ironed out.
Kids have developed interest in books and in reading, etcetera -- there is distinct evidence of learning.

The program has grown so large that the role of Teacher-Director is no longer appropriate. There is not enough time to teach and administer effectively -- at least for someone relatively inexperienced who's learning and experimenting along the way. It can be done, but it would be better to separate the two jobs.

2) Lois Howlett
321 West 94th Street
New York, New York

Female
22 years old
white
Bachelor's degree, Bryn Mawr College

Employment:
1 semester as student teacherat Bryn Mawr Nursery School.
2 years assistant dancing school teacher. (high school)
1 semester, with wife of professor, co-directed a nursery school for faculty children at Bryn Mawr.
3 months as research assistant at Cambridge Services for Retarded Children.
3 months as volunteer worker with retarded children at Fernald School for Retarded Children.
3 months as telephone sales representative for a newspaper.
9 months as research assistant in government project on mental retardation at Boston Lying-In Hospital; involved field work and interviewing, primarily in Roxbury, Mass.
1 semester in volunteer group work with Philadelphia Children's reception center.

Personality Traits:

Friendly and communicative.
Honest.
Resilient.
Rational.
Responsible.
Somewhat disorganized.
Not assertive.
Involved in work.

Role in project:
Teacher -- pre-school.

Effectiveness:
Has created secure and happy classroom environment in which there is clear evidence of learning and emotional growth. As with parents of children in Dorothy's class, several parents of Lois' children have commented on improvements in home behavior since children began school.
Communicates well with children; is good at drawing out withdrawn children.
Was slow in establishing classroom routines, and in using music as effectively as the children's enjoyment of music would suggest.
Had similar slight control problems as in Dorothy's class, but likewose has ironed them out gradually and through winning children's cooperative participation.
Communicates easily with parents.
Has established strong friendly and teaching relationship with one teaching assistant. Other assistant has been somewhat less responsible and is therefore less tightly involved in program, but has respect for Lois, and warm feeling.
Has acted often as assistant director, helping with our search for church space, getting supplies and cooperation from public schools, and stepping in to help wherever needed.

3) Donna Hersperger
595 West End Avenue
New York, New York

Female
24 years old
white
B.A. Pennsylvania State University -- English major, social studies minor.
Graduate credits in English literature at Lehigh University.

Employment:
Two years as teacher of English, grades 9, 10, 12 --
Playground director, summers 1959 and 1960, with fifty 4,5, and 6 year olds.
Student teacher (high school), September 1960-December 1961.
Airline Stewardess, summers, 1963 and 1962.
Waitress, retail clerk, various odd jobs.

Personality characteristics:
Efficient.
Self-contained.
Warm-hearted.
Conscientious.
Gives impression of being condescending.

Role in project:
Teaches pre-school.

Effectiveness:

Has established a secure and disciplined class environment in which children appear to be attentive and interested. Her orientation is toward the development of the children's confidence. Her program is less academic than the others, and her appraoch is more toward the group than toward individualization.

Has very strong working relationship with fifteen year old boy assistant. Assistant has developed loyal and possessive attitude toward their class. Donna has daily conferences with him, and he is visibly struggling with new ideas towards children which Donna has given him.

Division II

1. Miss Beverly Carter
   2181 Madison Avenue Apt. 6G
   New York City
   WA-6-9177

   Female
   22 years
   Negro
   BA from Bryn Mawr College

   Employment: None

   Distinguishing personality traits:
      Conscientious and competent.
      Mature
      Shy, but warm and understanding
      Insightful

   Role In Project:
      Small group leader

   Effectiveness:
      Beverly is extremely effective. Her group of 8 year olds adores her, and most of them have shown openly the tremendous impact of having such a lovely, dignified and understanding Negro as their leader. She pays close attention to the development of their conceptual understanding and to the clarification of their Negro identity. Her program consists of cultural trips, art work, and much discussion.

2. Miss Candy Vogel
   9 Larkspur Lane
   Yonkers, N.Y.

   Female
   17 years
   White
   Has completed high school

   Employment: None

   Distinguishing personality traits:
      Outgoing, warm cheerful
      Mature for age
      Curious; interested in people
      Hard-working

   Role in project:
      Small group leader

Effectiveness:
Very effective. Her class runs smoothly and warmly. She appears to be providing a strikingly good experience for six children age 3½ to 5. She is quick to act on a suggestion, quick to take initiative. Seems to get along okay in community as well as with children. Is gentle, firm, warm and consistent with children.

3. Mr. Peter Miller

Male
19 years
white
Junior year at Cornell

Employment: None

Distinguishing personality traits:
Efficient
Cheerful, outgoing, warm
Serious

Role in Project:
Small group leader

Effectiveness:
His group seems extremely smooth. His attendance is very regular. There are others wanting to come. His kids range from 5 to 10 with no difficulties caused by it. He radiates pleasure when he talks of them and their program.

4. Judy Fleiss

Female
22 years
White
Graduate of Cornell

Employment:
Much experience with kids, now a summer instructor in Bedford-Stuyvesant.

Distinguishing personality traits:
Serious and involved with teaching
Pushy
Responsive and enthusiastic
Eager to be known and accepted
Efficient
Volatile

Role in project:
Saturday trips

Effectiveness:

Efficient and reliable. Very oriented toward instruction, works to make trips educational. Manages kids well, uses simple language well; relates okay to kids, though without any special rapport or imagination. Has good techniques without maturity and warmth to be really good. Found it impossible to work with Pat Mosely.

Division III: This group is drawn from the community, mostly teen-agers from the Leadership Training Program -- the majority have been successful but the evaluation reveals those who haven't been emotionally fitted for the program.

1. Mae Baker
   323 West 137 St.
   New York City

   Female
   15 years
   Negro
   Has completed tenth grade

   Employment: None

   Distinguishing personality traits:
   Responsible and hard-working -- willing to do more than necessary.
   Vivacious and warm
   Communicative
   Social minded
   Mature for age
   Eager to learn and move ahead
   Creative

   Role in Project:
   Assistant teacher in Lois Howlett's class

   Effectiveness:
   One of our most effective teenagers. She is prompt and dependable, warm with children, and involved with program. Is very interested in the psychological approach to the children's behavior.

   In musical and dramatic parts of program she takes initiative and works creatively with children. Is not so good on seeing where to move in during general functioning of class. Needs to learn how to see whole of class and how to be aware of individual children's subtler needs. Needs to learn how to act as trouble-shooter when Lois is managing the class as a group. However, has shown definite improvement in the areas of initiative and awareness.

   She is an important part of Lois' class and of the whole project. She occasionally steps in to fill where another teenager has lagged. Mae is interested in continuing in some capacity in the fall.

2. Nat Beale
   317 West 138th St.
   New York City

Male
15 years
Negro
Has completed ninth grade

Distinguishing personality traits:
Serious
Searching
Energies diffuse
Elusive
Perceptive
Has strong sense of responsibility without much follow-through
Warm-hearted

Role in project:
Assistant teacher in Lois Howlett's class

Effectiveness:
Has good ideas about education - quite a sophisticated philosophy of learning and psychology of classroom techniques. However, is not particularly effective in class. Has tendency to single out children as favorites. Encourages dependence. Has little concept of what role he should or could play in class. Takes little initiative. Probably the children are too young for him - he doesn't know quite what to do with them, and they themselves sometimes get on his nerves, though he likes them and is warmly affectionate with them.

Nat's attendance has been somewhat irregular, though he made a deliberate effort to make it on time in the morning. Sometimes he leaves at noon without telling Lois. He was out for one week because his leg was injured during the riots.

We may try him with a small group of his own - five or six boys between 8 and 10 years of age.

He needs a constant challenge and constant reassurance in order to keep moving effectively.

3. Carol Hallet
17 West 111th St. Apt.4E
New York City

Female
14 years
Negro
Has completed 10th grade

Distinguishing personality traits:
Bright and lively, quick
Creative
Defensive - not so much verbally as behaviorally (avoids confrontation)
Sensitive to criticism
Eager to make an impression

Role in project:
Assistant teacher in Dorothy Stoneman's class

Effectiveness:
Has good ideas and takes initiative with small groups in class-room. Initiates activities - both academic and arts and crafts nature. Can be firm and patient, but sometimes is impulsive and harsh. Attendance was irregular for first two weeks, and she didn't take the responsibility of calling. Has made greater effort since I cracked down about responsibility and handed some of her duties to another teen-ager who'd been more dependable.

Sometimes sits idly in class. Is not too good at trouble-shooting. Strong point is in her ability to take over a small group and involve them in something. Her involvement is increasing and she is willing to learn.

4. Jacqueline Fife
580 Nicholas Ave.
New York City

Female
17 years/Negro
Completed high school; starting college in fall

Distinguishing personality traits:
Steady
Slow to commit herself
Gives first impression of slow passiveness, but proves to be reliable
and willing to move steadily
Warm under tight exterior

Role in project:
Assistant teacher in Dorothy Stoneman's class

Effectiveness:
Jackie's effectiveness has steadily increased. At first she sat inactive in the class, only moving with specific instructions, and often reacting angrily to certain children. Several times she came after one or another of them with a stick. We talked about how to handle the particular devil she was after; and only when he had obviously settled into the class through continued supportive attention did she give up her attachment to the stick method. At first she was slightly bored, but now has begun to take initiative in working with individual children, and has developed a fondness for the class. She works quite well as a trouble shooter, not initiating any activities, but helping the children with whatever Carol Hallet or I have begun. Her attendance is regular and she's prompt. She sometimes relates very well with the children in a quiet, supportive way; at other times is slightly teasing or condescending in tone.

5. Linwood Medley

Male
15 years
Negro
Completed 10th grade

Distinguishing personality traits:
Serious, conscientious, thoughtful
Interested in ideas
Has strong sense of responsibility to others - wants to help
Unsure of self - wants and values praise
Has definite ideas and ability to speak up
Flexible and willing to learn

Role in project:
Assistant teacher in Donna Hersberger's class

Effectiveness:
Very effective. He takes responsibility in the class, has good control over the children, likes to carry out his own teaching projects, and works well with Donna. Is interested in reading about education, and borrows many of my books, etc. Responds eagerly to an expression of confidence in him, and goes a step further to show he deserved it. He is jealous of his class, not wanting a second assistant to come in, and then asking that the second assistant be called a "helper" rather than share his title of Assistant Teacher. In addition to working from 9:30 to 2:30 every day, Linwood wants to help with Saturday trips, and has asked to have an afternoon group of his own. He is going to find the children himself for his afternoon group. He says the work makes him feel good - the children "make everything bright for me."

6. Patricia McRae

Female
15 years
Negro
Completed 10th grade

Distinguishing Personality traits:
Friendly and relaxed
Thoughtful
Perceptive
Responsible
Patient
Gives impression of being very gentle and warm in a quiet way

Role in project:
Small group leader

Effectiveness:
I have not had a chance to observe her group in action, but her children like and respect her, and she is unfailingly reliable. She gives me written reports, follows through on every suggestion and never lets her group down.

7. Beryl Raukx

Female
15 years
Negro
Completed 10th grade

Distinguishing personality traits:
Outgoing
Independent
Has easy and ready laughter, along with a serious approach to people
Has fairly quick temper which subsides quickly (I've never seen the temper - but she says she has it)
Responsible

Role in project:
Small group leader

Effectiveness:
Beryl and Pat McRae are close friends and work together quite often, with equal responsibility. Beryl also never lets her group down, meets with them four times a week, and has their affection and respect. Her program is fairly academic - she does spelling, reading, story-writing with them often, as well as taking trips and doing art work. Both Pat and Beryl have quite a strong involvement in Civil Rights and both have an approach toward their groups which includes a desire to give them social and moral education. Both have planned discussions around many of the issues important to teen-agers; friendship, race, alcohol, dope, poverty, etc. Both Pat and Beryl are easy to work with. They are willing to discuss their plans and programs and the difficulties they have with the children; but both manage quite well independently.

8. Barbara Owens
314 W. 134th St.

Female
17 years
Negro
Completed 11th grade

Employment:
One of seven nursery school assistants in high school program at the Julia Richmond nursery school in Julia Richmond High School Sept. through Han., 1963-1964.

Distinguishing personality traits:
Appears mature, responsible, considerate and gentle
She's serious and moves quickly on suggestion
Independent and cooperative

Role in project:
Small group leader of four and five year olds with whom she meets every morning from 10 until 1:30; takes them on Sat. trips also.

Effectiveness:
Barbara has just begun this week. So far she's appeared extremely effective, setting up her group quickly, visiting parents, and beginning within three days. She found herself an assistant, and found herself several children. She reports to me each day and always has something to report. She's confident and hard-working.

9. Mary Cherry

Female
14 years
Negro
Completed 9th grade

Distinguishing personality traits:
Ebullient
Playful and pushy
Earnest and generous
Needs people

Role in project:
Assistant to Barbara Owens

Effectiveness:
She's only been working one day; I can't estimate

10. Patsy Elmore
315 W. 134th St.

Female
14 years
Negro
Completed 9th grade

Distinguishing personality traits:
Appears sulky - perhaps just self-dissatisfaction
Impulsively irresponsible
Defensive
Withdrawn usually
Very unsure of self
Fun and open when relaxed
Moody

Role in project:
Began as second assistant in Donna's class, was shifted by Bob Knight into role of baby-sitter for one of the parent assistants. May be shifted back - needs to work in guided situation, can't get much out of baby-sitting.

Effectiveness:
Was only in Donna's class for several days. Appeared afraid of children, not knowing what to do with them or how to handle them. Needed to be given specific and manageable classroom tasks, and then responded well to knowing what to do. Tended to sit idly by, and occasionally would simply refuse to do something, saying, "I'm tired. No." Would sometimes disappear from class without a word. However, Donna felt she had promise, and with help could begin to like herself for what she was doing.

11. Cheryl Patterson
318 W. 134th St.

Female
17 years
Negro
Completed 11th grade

Distinguishing personality traits:
Appears passive and lethargic
Proves to be easy-going and agreeable
Has some insight
Reliable
Uncommunicative

Role in project:
Has had changing role. Began as second assistant in Dorothy's class when it appeared that one assistant was proving irresponsible. When that first assistant was straightened out, Cheryl became third assistant temporarily, to observe her effectiveness before deciding whether to give her a group of her own or let her be assistant in afternoon group. Now she had been switched to baby-sitter for the parents who are to work in the classroom.

Effectiveness:
She's been helpful wherever put, and obviously flexible. She's fairly noncommital, but did prefer being morning assistant. Doesn't object to baby-sitting. One of the main interests seemed to be the $5.00 weekly.

12. Joe Collymore

Male
13 years
Negro
Completed 8th grade

Distinguishing personality traits:
Serious
Affectionate and still dependent
Earnestly willing
Seeking adult support
Young for age

Role in project:
General helper in Dorothy and Lois's classes

Effectiveness:
Often Joe is there to help with crucial errands and clean-ups. He is not effective in the classroom, being too close to the children in age. He tends to yell and nag and threaten, leaning back in his chair, occasionally interrupting the teacher in his warnings to the children. However, Joe is extremely interested in explanations of behavior and in explanations of our non-punitive approach. He is close enough to the children to hear our explanations of the importance of trust and confidence. He listens attentively, with

serious agreement and appreciation, and can be helped to understand through discussion of his attitudes toward the few adults whom he respects and trusts.

13. Pat Mosely

Female
17 years
Negro
Completed 11th grade

Employment:
IBM Operator

Distinguishing Personality Traits:
Self-conscious, insecure
Defensive
Searching
Easily irritated

Role in project:
Takes Saturday trips - supposed to be in charge of trips for Donna's group

Effectiveness:
Dubious effectiveness. Two other Saturday workers found her difficult to work with. One experienced, competent girl dropped out of Saturday trips because of Pat's hostility; another easy-going white boy felt distinctly uncomfortable. One week at the last minute Pat announced she couldn't make it and had to be replaced at some inconvenience. She also promised a friend would help; the friend didn't show either. She finds it impossible to handle one of the boys in the class and announced that he couldn't come the following week. (The boy is excitable and difficult -- and especially needs to make it, so when it comes to Pat's displacing two other leaders and an important child, she may not make it through the summer, unless she can rally through some serious discussion. However, she is extremely sensitive to implied criticism.

14. Odessa Kelley

Female
25 years
Negro
Completed high school

Employment: None

Distinguishing personality traits:
Gentle, serious
Low-powered
Needs people

Role in project:
Assistant in Donna's class

Effectiveness:

Has worked only four days - is in the South now. Was put in class by HAG to be disciplinarian. One day proved to her that spanking wouldn't work, and that Donna's reasonable approach was more effective. She doesn't take initiative - but appears able to learn and has relatively psychological orientation.

FUNDS AND COST
Pre-school and Day Care Program

Funds

1. Initial costs: $80.00 for supplies, which, it turned out, might have been obtained later primarily through donations. (200 lbs. clay, 12 gallons paints, 50 pencils, 3000 sheets of various kinds of paper, 20 boxes of crayons, 5 rolls masking tape, 2 quarts paste)

   About $50.00 for books which were bought so that we could color the pictures of people brown.

2. Monthly budget:

   July:

Salaries...	195.00
Trips...	20.00
cleaning supplies	8.00
paint cups...	4.50
ledger, markers	3.00
additional supplies from Goodwill...	5.00
Rabbit...	2.00
chicken wire..	1.00
Books...	40.00
Misc. paper and toys	10.00
Total	$288.00

plus $120.00 Initial outlay

Total so far $408.00

The above is the July budget. However, the money for books, miscellaneous paper and toys, and paint cups came out of staff pockets; so did the original $80.00 for supplies and $50.00 for books. Other expenses have come from staff pockets and have not been recorded. (e.g. rabbit food)

The August budget will be considerably larger than the July budget, because the number of working teen-agers has increased. Salaries in August should run to $280.00; that's $5.00 a week for 12 teen-agers and two teachers. There are four staff members going without any pay - these are the non-community staff who have expressed no urgent need.

With other expenses running about the same, August should need about $330.00.

There may be closing expenses involved in replacing damaged equipment which was borrowed with the promise to replace it if necessary. Some of the musical instruments from PS 123 will need replacing.

3. Source of funds:

1. parents of children enrolled
2. staff members and Harlem Action Group
3. Elsie Chandler's fund-raising
4. NSM Central Office

If all parents paid the requested amount, the income from fees for the summer would be between $565.00 and $600.00.

However, we have not excluded any children due to inability to pay and we've asked the parents to pay what they could when they could. Though most parents have been agreeable, it remains to be seen how much will be collected.

Parents of children in one of the three full classes were to pay $10.00 for the summer; small group parents were to pay between $3.00 and $5.00.

Many parents asked if we could wait until August 3rd for their money (welfare checks). So far only $100.00 have been paid.

Parents	100.00
Elsie Chandler raised...	71.00
Staff has contributed	190.00
Dorothy's aunt	15.00
Central staff	100.00
TOTAL INCOME UP TO PRESENT TIME:	$476.00
TOTAL OUTLAY UP TO PRESENT TIME:	408.00
Projected August Expenses:	330.00
Plus possible damages:	40.00
	370.00
Income Potential of Parents	450.00 to 500.00 with 350.00 to 400.00 more likely.
MAXIMUM TOTAL EXPENDITURES ESTIMATED	$800.00
MAXIMUM TOTAL INCOME ANTICIPATED	1000.00

4. Adequately financed?

We'll make it. However, it should be remembered that $5.00 a week for the teen-agers is not an impressive sum, nor will there always be staff members available who can pull from their pockets. However, if the staff hadn't been able to do so, they would have been able to do private fund raising for that amount; also, we could have spent more time chasing down donations of supplies.

If we had had more money we could have had a more complete study supply of educational materials; for instance, puzzles, cuisiniere rods, Martin Deutsch equipment, scientific equipment, woodworking supplies, better

children's records, miniature life toys, doll play equipment, sewing materials for older children, etc. And if we had a lot of money we could send some educational material into the homes; a few books and puzzles and pencils could make an impact. The children are always asking to take something home, and the parents often ask what they can do at home to help. An extra $100.00 could send six well chosen golden books into the homes of each 4 to 6 year old in the program.

FACILITIES AND MATERIALS

Our greatest support has come from the public schools, PS 119 gave us many supplies, and offered more for when we need them. PS 123 contributed supplies. The principals of 119, 123, and 175 were all interested and cooperative. Mr. Fleiss, the Board of Education's director of Pre-school programs had us over for an evening and expressed interest and approval, taking our names for possible Board of Education hiring in the fall. Bank St. School for Children was prepared to donate some supplies, and one of the instructors has been acting as a resource person. HEP has let us know of available supplies. HARYOU, the Block Association, the Harlem Parents' Committee, and CORE have expressed interest in the project and in how they could establish similar schools.

Facilities and supplies:

PS 136: three classrooms, free lunches for 50.

PS 119:
- 5000 sheets of manilla drawing paper
- 25 large sheets of oak tag
- 600 sheets (large) colored construction paper
- 45 boxes of crayons
- 6 jars each of six colors finger paints
- 2 sets musical bells
- 40 scissors
- 5 dozen paint brushes
- 9 bottles glue
- 15 sets of water colors and brushes
- 1000 sheets lined paper
- 2000 sheets newsprint
- 2 quarts paste
- 1 easel

PS 123:
- 2 sets construction blocks
- 1 puppet
- 1 play theater
- 4 large clock dials
- 2 toy telephones
- 3 tambourines
- 2 sets measuring cups
- 3 small balls
- 2 large balls
- 3 drums
- 2 cymbals
- 5 clay rollers
- 3 easels
- 180 building blocks

Three teachers, one from PS 123, another anonymous, another from a school in Hartford, privately donated:
- many books
- 24 building blocks
- many games and lotto sets

records
1 tambourine
5 pounds clay
2 balls
5 rhythm sticks
2 triangles
1 set anagrams
alphabet blocks
2 rhythm bells on sticks
1 pull toy
2 stuffed elephants
1 stuffed blue rabbit
1 harmonica accordian
1 white ball
1 red tippy clown
6 small manipulative toys
10 cars and trucks
1 drum
2 boats
1 car
1 red wagon
horse on wheels
hats
high chair
2 dishpans
3 coffee cans
1 eggbeater
2 funnels
4 trucks
xylophone

A friend gave 84 blocks and an easel.

Bank Street College of Education gave us an introduction to the manager of Childcraft who let us pick through his celler of damaged goods.